DOCUMENT RESUME

ED 081 776 SP 006 932

TITLE	Becoming a School Volunteer. An Individualized Volunteer Education Module.
INSTITUTION	Dade County Public Schools, Miami, Fla. Dept. of Staff Development.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 71
NOTE	53p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Classroom Environment; *Elementary Grades; *Performance Based Teacher Education; *Performance Specifications; Teaching Skills; Training Objectives; *Volunteer Training

ABSTRACT

Four sequential mini-modules comprise a learning package designed to train the elementary school volunteer. The first module explores the needs and goals of program volunteers and developers. The second module asks the volunteer to summarize his interests, abilities, and activities and analyze those personal characteristics that might effect his work. The third module requires that the student learn to plan for his first official acts as a volunteer, and the fourth module trains the volunteer to identify resources that will aid in his continued growth. (A training for feedback sheet is enclosed.) (JB)

ED 081776

AN INDIVIDUALIZED VOLUNTEER EDUCATION MODULE

BECOMING A SCHOOL VOLUNTEER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Produced under the supervision
of the State of Florida
Department of Education
Floyd T. Christian, Commissioner
Tallahassee, Florida
June 1971

SP 006 932

FILMED FROM BEST AVAILABLE COPY

This instructional module was produced for use in training projects funded through a grant from the United States Office of Education to the State of Florida Department of Education, under Part B, Subpart 2, of the Education Professions Development Act (Title V of the Higher Education Act of 1965). The material for this module was developed during the pilot phase of the School Volunteer Program in the North Central District, Dade County Public Schools, under the direction of the District Superintendent, Dr. Jeff West. This edition was prepared by the following development team:

Dr. Leonard Britton
Associate Superintendent for Instruction
Dade County Public Schools

Joseph L. DeChurch, Director
Department of Staff Development

Mildred B. Augenstein, Coordinator, Staff Development
Audrey H. Jackson, School Volunteer Coordinator

Diane H. Baker
Patricia O. Frost
Nancy B. Cooper
Evelyn O. Looney

MODULES IN CLUSTER IX: Implementing A School Volunteer Program

General Skills and Knowledge

1. Administering A School Volunteer Program
2. Becoming A School Volunteer
3. Building One-To-One Relationships
4. Using The Services Of A School Volunteer

Specific Skills and Knowledge

5. Assisting In The Library
6. Assisting In The Classroom
7. Assisting With Clerical Tasks
8. Assisting With Physical Education Activities
9. Helping Students Develop Appropriate Behavior
10. Sponsoring A Special Interest Club
11. Volunteering In Special Education

Printing and Graphics donated by

IN-PLANT PRINTING MGT. ASSOC. / GULF OIL COMPANY - LATIN AMERICA

DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATION OFFICES

LINDSEY HOPKINS BUILDING

1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT

BOARD OF PUBLIC INSTRUCTION
MR. C. T. MC CRIMMON, CHAIRMAN
MRS. HELENE J. VOSLOH, VICE-CHAIRMAN
MR. G. HOLMES BRADDOCK
MR. JACK D. GORDON
MR. WILLIAM LEHMAN
MRS. ANNA BRENNER MEYERS
MR. TED C. SLACK

August 16, 1971

Dear Volunteer:

You are to be commended for your willingness to give of your time and effort to help local educators to extend and enrich the instructional program of the Dade County Public Schools. You are an important part of the school staff, and we look forward to working with you during the school year.

This training package is designed and written to assist you in gaining skills in educational support activities. The ultimate goal is to provide a more satisfying volunteer experience, both for you and for those with whom you work.

It is not intended that you sit down and complete the entire module at one sitting. Rather, you should read and complete the activities at your convenience throughout the days and weeks as you are volunteering in the schools.

A Volunteer Resource Person has been identified in each school, and this should be the person to whom you direct any questions you may have regarding the activities described in your modules. Any slides, booklets, tapes or other audio-visual materials necessary for you to complete the activities will be available in the schools where you are volunteering or may be secured from the Department of Staff Development by the Volunteer Resource Person.

If at any time you have questions regarding your training program or wish further explanation of the activities, contact the Volunteer Resource Person in your school or the School Volunteer office.

The Dade County Public School System welcomes you as a School Volunteer and stands ready to assist you in any way possible as you contribute to an enriched and expanded instructional program for the students in our public schools.

Sincerely,

J. L. De Church

J. L. De Church, Director
Department of Staff Development

JDC/meh

INDIVIDUALIZED VOLUNTEER EDUCATION MATERIALS

A DESCRIPTION OF THE B-2 MODEL FOR PACKAGED VOLUNTEER TRAINING MODULES

A major objective of the 1969 Florida EPDA B-2 Program was to develop individualized teacher training materials. These materials were designed to be used in either pre-service or in-service teacher education. They were prepared in the form of a self-contained "packaged" module aimed at specific teaching skills or specific concepts fundamental to teaching. Each module was expected to include all of the information and directions needed to accomplish a set of observable goals.

An outgrowth of this effort has been the extension of this type of training presentation to the volunteer in the school setting. This 1971 project in material development for volunteer workers in education capitalizes on the most successful aspects of the original teacher training modules while adding additional features to further extend the concept of individualized training.

The design or model used in preparing these materials is set up so that each of the important elements (outlined below) will fulfill specific functions in assisting a user to achieve the stated goal of the module. Materials which follow this basic model will fulfill these specifications.

Objectives

The objectives describe clearly what the user should be able to do after successfully completing the activities. Objectives are stated in terms of observable, measurable behavior of the user. Two types of objectives are included:

TERMINAL OBJECTIVES will describe competencies which the volunteer will be able to apply in carrying out his function.

ENABLING OBJECTIVES will describe the sample performances which represent simplified versions of the behavior described in the terminal objective. This tells the user what he must do to complete the prescribed evaluation requirements. Since specific objectives (enabling objectives) must be measurable through methods described in the evaluation (described on the following page), each terminal objective and enabling objective has three characteristics: (1) the performance verb is stated; (2) the conditions under which performance will take place are described; and (3) the criterion level (or the standard) of acceptable performance is specified.

Prospectus

The prospectus describes how the skills taught in the module can be applied to real situations, or how they are related to some

more important purpose. The prospectus also states and describes any skills which are necessary for the learner to possess prior to beginning the module if he is to achieve success with this type of training.

Materials

All materials needed to complete suggested activities are either included or described, and source references are given if it will be necessary to order supplementary print or non-print materials.

Procedures

Procedures are designed so that the user can follow them in chronological sequence as he works to achieve each specific objective. Wherever possible, alternate activities and materials are specified. The sequence for each objective will be outlined in a flow-chart (road map) preceding the enabling activities and will normally include three types of activities:

EXPOSURE to information in the form of suggested or required reading (supplied in the materials or through suggested references), observation of material or live on-site activities, discussions, interviews, etc., to give background information, definitions, directions, models of performance or the like.

INFORMATION-PROCESSING for each of the ideas or performance requirements presented in the exposure to information. These may be in the form of response questions, observation check sheets, discussion responses, verbal or written reports, or other activities which will help the learner master the concepts to which he has previously been exposed.

Appropriate PRACTICE with FEEDBACK. The practice situations are designed to be similar to those which will be used in the evaluation. The feedback provides the learner with information about his behavior in terms of how well he is achieving target performance. This lets the learner know in what way, if any, he needs to further modify his version of the terminal behavior.

Evaluation

The major purpose of the evaluation activities is to determine the level of mastery of each of the enabling objectives for the module as a basis for deciding whether further instructional activities should be pursued. Two types of evaluation are included:

PRE-ASSESSMENT (the pretest or preliminary evaluation) will take place before the learner begins to carry out the suggested procedures. The purpose of pre-assessment measures may be to indicate whether a given objective has already been mastered,

to check readiness or to indicate a need for acquiring prerequisite subskills, or simply to provide a baseline for gauging progress, as compared with results of the terminal activity.

TERMINAL ACTIVITY (the post-test, or final evaluation) will take place after the enabling activities have been completed, or after one has successfully completed all of the pre-assessment. The terminal activity will indicate either that the objective has been achieved, or that further instructional activities should be pursued.

TABLE OF CONTENTS

Page

INTRODUCTION

Terminal Objectives..... 1

Instructions to Volunteers..... 1

Instructions for Administering the Module..... 1

Overview..... 2

Flow Chart..... 3

MINI-MODULES

Mini-Module 1 - Why Am I Here?..... 4

Mini-Module 2 - Who Am I?..... 10

Mini-Module 3 - What Will I Do?..... 22

Mini-Module 4 - Where Can I Get Help?..... 30

B-2 MODULE FEEDBACK SHEET..... 39

INTRODUCTION

TERMINAL OBJECTIVE 1: After exploring the needs identified by the program developers and goals of other volunteers, the volunteer will formulate his own priority goals for this volunteer experience and communicate them to selected people.

TERMINAL OBJECTIVE 2: The volunteer will interact with his assigned teacher or task director using a resume, of his own construction, which includes: 1. a summary of his interests, abilities, and activities; and 2. an analysis of those life style characteristics which might affect his work as a volunteer.

TERMINAL OBJECTIVE 3: After observing the assigned task being performed, becoming familiar with the job description and determining the expectations of his assigned teacher or task director, the volunteer will plan for his first official acts as a volunteer.

TERMINAL OBJECTIVE 4: After identifying resources, evaluating their usefulness, and using the selected resources, the volunteer will make plans for his continued growth through the use of additional resources.

INSTRUCTIONS TO VOLUNTEERS:

Although this module has been designed for individualized learning, it is not intended that you work completely on your own. There will be opportunities to work with other volunteers in small group situations. Within your school there will be a B-2 or Volunteer Resource Person who should help provide the materials and equipment you need, clarify any portions of the procedures which are not clear, assist in making decisions about your progress, serve you during evaluation stages and generally facilitate your attainment of the objectives.

INSTRUCTIONS FOR ADMINISTERING MODULES:

1. This booklet should not be written in by school volunteers.
2. Each of the mini-modules is programmed to be self-administering but it is advisable that groups of volunteers begin together and work with the same area in order to provide for maximum interaction.
3. Many materials and resources are suggested, but only 2 are required for each participant. They are:
   A. Handbook for Volunteers, School Volunteer Program, Dade County Public Schools. Available from School Volunteer Program Office.
   B. B-2 Teacher Education Module General Catalogue. Available from Panhandle area Educational Co-operative, P.O. Drawer 190, Chipley, Florida, 32428.
4. There should be time also set aside for individual evaluation and progress reports.
5. Have each volunteer fill out a B-2 Module Feedback Sheet at the completion of this module. See the last page of this module for a sample form.

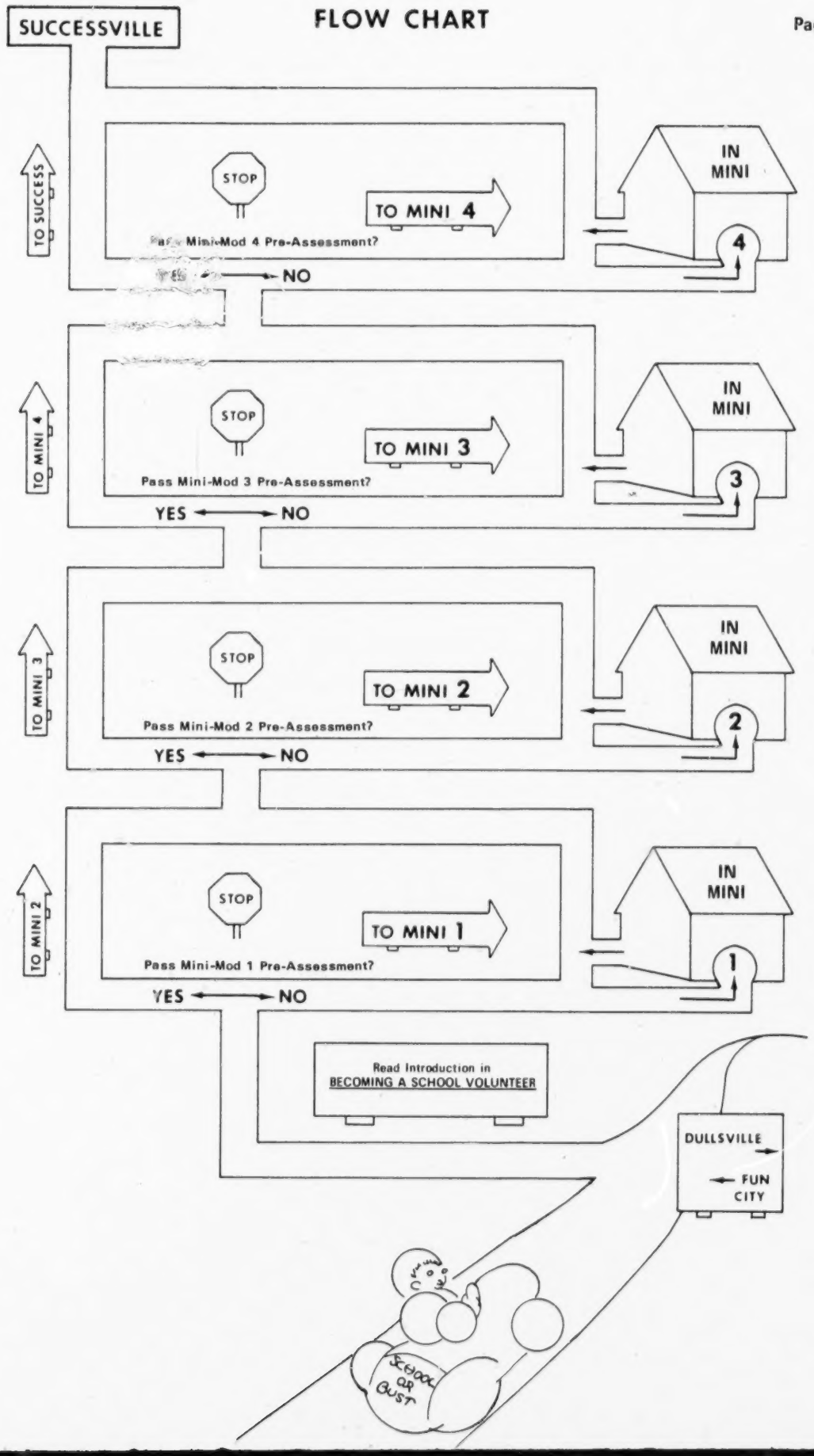
OVERVIEW

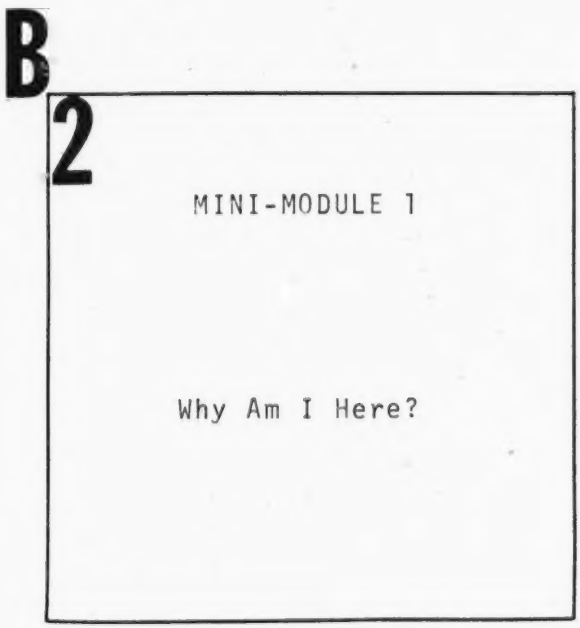
Classification of Activities by Mini-Module and Type

TYPE	MINI 1 Why Am I Here?	MINI 2 Who Am I?	MINI 3 What Will I Do?	MINI 4 Where Can I Get Help?
Exploratory (The experience is what counts)	1.*Compare motives.	1.Compare sample resume.	1.Observe assigned task being performed.	1. Identify resources.
Cognitive (What the volunteer knows is what counts)	2. List needs.	2.Compile own resume.	2.Study formal description. 3.Determine expectation of assigned teacher.	2. Establish criteria and evaluate resources.
Performance-Based (What the volunteer does is what counts)	3. Plan actions to fit needs.	3.Respond to Life Style Indicators.	4.Produce a plan...	3. Use resources.
			and	
Consequential (What those who are affected by the volunteer do is what counts)	4. Communicate needs to others.	4.Interact with assigned teacher or task director concerning resume and life style.	...revise plan based on teacher feedback.	4. Plan for use of resources with assigned teacher or task director.

*Numbers refer to objectives within each mini-module.

FLOW CHART


SUCCESSVILLE
TO SUCCESS
STOP
TO MINI 4
Pass Mini-Mod 4 Pre-Assessment?
YES
NO
IN MINI
4
TO MINI 4
STOP
TO MINI 3
Pass Mini-Mod 3 Pre-Assessment?
YES
NO
IN MINI
3
TO MINI 3
STOP
TO MINI 2
Pass Mini-Mod 2 Pre-Assessment?
YES
NO
IN MINI
2
TO MINI 2
STOP
TO MINI 1
Pass Mini-Mod 1 Pre-Assessment?
YES
NO
IN MINI
1
Read Introduction in
BECOMING A SCHOOL VOLUNTEER
DULLSVILLE
FUN CITY
SCHOOL OR BUST


B
2
MINI-MODULE 1
Why Am I Here?

MINI-MODULE 1 - Why Am I Here?

Prospectus

The terminal objective for this mini-module is:

> After exploring the needs identified by the program developers and goals of other volunteers, the volunteer will formulate his own priority goals for this volunteer experience and communicate them to selected people.

The activities in this mini-module will help you explore and clarify your own motives for joining the School Volunteer Program. There will be ample opportunity for you to discover the goals of other volunteers and the program developers. The main focus will be on establishing a frame of reference or perspective for your future work in the program and on introducing a learning system that you can use for your own growth and development as a professional volunteer.

To determine if this mini-module can be of use to you, turn the page and take the Pre-assessment. You will find additional directions there.

MINI-MODULE 1 - Why Am I Here?

Pre-assessment

DIRECTIONS: Begin with question 1. If necessary use a separate sheet to complete any lists, descriptions, etc. Then follow the directions contained in the response you choose.

1. Can you list your own motives for being here and compare them with the motives of at least 5 other volunteers?

   A. Yes, then go on to question 2.
   B. No, then complete this mini-module by turning to Enabling Objective 1 on page 6 of this module.

2. Can you list 6 specific needs that can be reduced by the use of school volunteers in Dade County Schools? Check your answers with Page 3 of the Handbook for Volunteers.

   A. Yes, then go on to question 3.
   B. No, then complete this mini-module by turning to Enabling Objective 2 on page 7 of this module.

3. Can you list at least 2 ways that you as a volunteer can reduce each of the 8 needs?

   A. Yes, then go on to question 4.
   B. No, then complete this mini-module by turning to Enabling Objective 3 on page 8 of this module.

4. Have you communicated the needs of the Dade County School Volunteer Program with at least one other member of your community who is not a volunteer?

   A. Yes, then you have satisfied the objectives for the Why Am I Here? section of this module. Go on to the Prospectus for the section entitled, Who Am I?
   B. No, then complete the rest of the mini-module by turning to Enabling Objective 4 on page 9 of this module.

MINI-MODULE 1 - Why Am I Here?

Enabling Objective 1

After identifying his own motives, the volunteer will compare them with the motives of 5 other volunteers.

ACTIVITIES FOR OBJECTIVE 1:

1. On a separate sheet list your motives for joining the school volunteer program by answering the question, "Why Am I Here"?

2. Share your motives with others who are involved in school volunteer work by doing either A or B.

   A. Meet with at least 5 other new volunteers who will be working as a regular volunteer in a different capacity. See Page 4 in the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools.

   B. Contact at least 5 people who have participated in school volunteer programs.
   Examples: P.T.A. room mothers, Operation Student Concern (Dade Jr. College), Senior Citizen Council Aides, Florida Atlantic Student Aide Program.

3. As you hear the motives of 5 other volunteers, note the following?

   A. How are our motives similar?
   B. How are our motives different?
   C. Why is there a difference in motives?

4. Go back to question 1 of the Pre-assessment on page 5 of this module.

MINI-MODULE 1 - Why Am I Here?

Enabling Objective 2

The volunteer will list 6 specific needs that can be reduced by the use of volunteers in the public schools as determined by the developers of the School Volunteer Program.

ACTIVITIES FOR OBJECTIVE 2:

1. Read and study the article, "As a Volunteer You Can Help Reduce Needs", on page 3 of Handbook for Volunteers by School Volunteer Program, Dade County Public Schools. Clarify any terms, concepts or questions about specific programs by doing either A or B.

   A. Ask your school's Volunteer Resource Person
   B. Ask other volunteers.

2. Rank the 8 items listed in the article mentioned in activity 1, in order of importance based on your own experience and perception. Assign the number 1 to the item of highest priority and the number 8 to the item of lowest priority. If possible share your ranking with at least 1 other new volunteer.

3. Classify the items listed in the article mentioned in activity 1, into the following categories:

   A. Those which directly influence students.
   B. Those which indirectly influence students.
   C. Those which provide a great deal of immediate self-satisfaction to the volunteer.
   D. Those which provide a minimum of immediate self-satisfaction to the volunteer.
   E. Those which promote better school-community relations.
   F. Those which encourage better cross cultural understandings.

   Then make some generalizations about the kinds of needs that volunteers can help reduce.

4. Go back to question 2 of the Pre-assessment on page 5 of this module.

MINI-MODULE 1 - Why Am I Here?

Enabling Objective 3

Given the 8 needs as identified by the Dade County School Volunteer Program, the volunteer will list 2 ways that volunteers can help reduce each of those needs.

ACTIVITIES FOR OBJECTIVE 3:

1. Study the list of needs on page 3 of the Handbook for Volteers, School Volunteer Program, Dade County Public Schools. Then do either A or B.

   A. Make a list of specific activities that volunteers might engage in to help reduce those needs. Share your list with at least 1 other new volunteer.
   B. Participate in a brainstorming session with other volunteers in order to produce a composite list of specific actions that volunteers might engage in to help reduce those needs.

2. Select the need which you think deserves the highest priority and write a paragraph explaining how you think you can help reduce that need. Submit this to your Volunteer Resource Person.

3. Select the need where you think you'll be able to do the least amount of good, and write a paragraphs explaining why. Submit this to your Volunteer Resource Person.

4. Go back to question 3 of the Pre-assessment on page 5 of this module.

MINI-MODULE 1 - Why Am I Here?

Enabling Objective 4

The volunteer will communicate the needs of the Dade County School Volunteer Program with at least one other member of his community who is not a volunteer.

ACTIVITIES FOR OBJECTIVE 4:

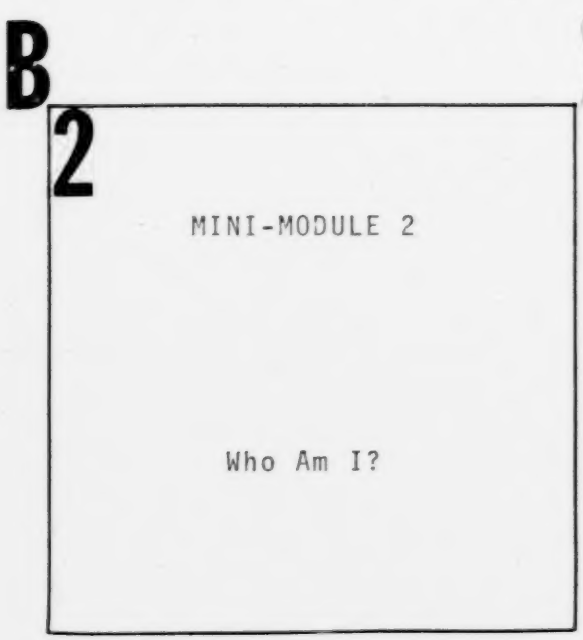
1. Select one or more needs from page 3 in the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools.

2. Identify some specific personal friends or contacts that you have who might be able to help reduce the needs that you selected. Submit your list to your Volunteer Resource Person.

3. Communicate to one of the people on your list, the needs as you know them by doing either A or B.

   A. Writing a letter.
   B. Meeting with them personally.

4. Go back to question 4 of the Pre-assessment on page 5 of this module.


B
2
MINI-MODULE 2
Who Am I?

MINI-MODULE 2 - Who Am I?

Prospectus

The terminal objective for this mini-module is:

> The volunteer will interact with his assigned teacher or task director using a resume, of his own construction, which includes: 1. a summary of his interests, abilities, and activities; and 2. an analysis of those life style characteristics which might affect his work as a volunteer.

The activities in this mini-module are designed to help both you and the school to which you are assigned use your volunteer time most effectively. Knowing who you are is an important goal not only for yourself, but also for those with whom you will be working. Please take advantage of every opportunity to discuss and interact with the other volunteers, with the school's Volunteer Resource Person and with your assigned teacher or task director. By following up on the suggested sources, you may make personal contacts which might prove helpful at a future time.

To determine if this mini-module can be of use to you, turn the page and take the Pre-assessment. You will find additional directions there.

Pre-assessment

DIRECTIONS: Begin with question 1. If necessary use a separate sheet to complete any lists, descriptions, etc. Then follow the directions contained in the response you choose.

1. Can you list the categories that should be included in a resume or job application for the position of school volunteer? Check your categories with the categories on the samples on page 13 to 15 of this module. If you differ on more than 3 categories, consider that you have answered no to this assessment item.

   A. Yes, then go on to question 2.
   B. No, then complete the rest of this mini-module by turning to Enabling Objective 1 on page 12 of this module.

2. Do you have a resume of your past experiences which includes your interests, abilities and activities that you can present to your assigned teacher or task director?

   A. Yes, then go on to question 3.
   B. No, then complete the rest of this mini-module by turning to Enabling Objective 2 on page 16 of this module.

3. Can you list 4 different characteristics of each of the following life styles and choose the one most reflective of you:
   Personalistic, Formalistic, Sociocentric
   Check your characteristics with the chart on page 20.

   A. Yes, then go on to question 4.
   B. No, then complete the rest of this mini-module by turning to Enabling Objective 3 on page 17 of this module.

4. Have you met with your assigned teacher to discuss your resume and life style?

   A. Yes, then you have satisfied the objectives for the Who Am I? section of this module. Go on to the Prospectus for the mini-module entitled, What Will I Be Doing?
   B. No, the complete the rest of this mini-module by turning to Enabling Objective 4 on page 21 of this module.

MINI-MODULE 2 - Who Am I?

Enabling Objective 1

After examining selected resumes, the volunteer will list and justify the categories which are most relevant in the light of his own past experiences and his future role as a school volunteer.

ACTIVITIES FOR OBJECTIVE 1:

1. Study selected samples of resumes or job application forms by doing either A or B.

   A. See the sample forms which appear on pages 13 to 15 of this module.
   B. Secure additional examples from:
      Books in the Public Library
      Resumes that friends or relatives may have
      Local employment agencies

2. Compare the forms and make lists of:

   A. The catagories that appear most often.
   B. The categories that would reveal the most about you.
   C. The categories that would probably have little application to your role as a volunteer.

3. If possible, discuss your lists with another volunteer or the Volunteer Resource Person and make any modifications that seem appropriate.

4. Go back to question 1 of the Pre-assessment on page 11 of this module.

MINI-MODULE 2 - Who Am I?

Study Sheet # 1

BACKGROUND OF VOLUNTEER:

Age_____ Sex_____

Education: State highest school grade completed.

High School_____ College_____

Work experience relevant to volunteer job:

Paid_____

Volunteer_____

Special Skills:_____

_____

ADDITIONAL REMARKS:_____

_____

_____

MINI-MODULE 2 - Who Am I?

Study Sheet # 2

OFFICE OF SCHOOL VOLUNTEER SERVICES - VOLUNTEER INTERVIEW

SURNAME | FIRST NAME | FIRST NAME OF HUSBAND/WIFE

HOME ADDRESS | ZIP CODE | HOME PHONE | YEAR OF BIRTH

PLACE OF BIRTH | SEX | TRANSPORTATION

MARITAL STATUS: SINGLE MARRIED WIDOW/ER DIVORCED SEPARATED CHILDREN & AGES

PHYSICAL: VISION: HEARING:

EDUCATION: HIGH SCHOOL COLLEGE

NAME OF SCHOOL:

YEARS ATTENDED:

SPECIAL INTERESTS:

SPECIAL TRAINING:

DAYS AVAILABLE: M T W TH F

A.M. OR P.M.

SIGNATURE OF VOLUNTEER:

INTERVIEWED BY:

DATE:

WILL YOU BE A COMMUNITY RESOURCE VOLUNTEER?
YES_____ NO_____

SUBJECT:

ASSIGNMENT:

SCHOOL_____ TERM 1 2

DATE OF COMMITMENT:_____

DAYS AND HOURS ASSIGNED:_____

TYPE OF JOB:

DADE COUNTY PUBLIC SCHOOLS

Application Form
REGULAR VOLUNTEER

_____
Date

Mr.
Mrs.
Miss_____,_____,_____
Last First Middle

Home Address:_____ _____ _____
Street City Zip

Telephone:_____

Age Group: 20-40_____ 40-60_____ Over 60_____

Education: High School_____(Years attended)
Other_____(Please name)
College_____(List name, number of years attended or degree received)

Do you speak a foreign language? YES_____ NO_____
If "YES" identify the language/s you speak_____

Work Experience: Present Position_____Years in Position___
Last Position_____Years in Position___

Transportation: Do you have a car at your disposal? Yes__ No__

Volunteer Service Record:
Name of Organization_____Service_____
_____ _____
_____ _____
_____ _____

Person to be notified in case of an emergency:

Name:_____
Home Address:_____
Home Telephone:_____
Business Address:_____
Business Telephone:_____
Relationship:_____

Reference:_____
Name

_____ _____
Address Phone

Occupation_____

Services to be rendered in the School Volunteer Program:

Please select three and identify your first, second, and third choice by marking 1st, 2nd and 3rd on the line beside your choices. The volunteer jobs are identified by levels as follows: E - indicates elementary level, Jr - indicates junior high and S - indicates senior high. Circle your choice level.

_____	Arts and Crafts Assistant	E
_____	Audio-Visual Assistant	E, Jr, S
_____	Classroom Assistant	E, Jr
_____	Clinic Assistant	E, Jr
_____	Clerical	
_____	Office	E, Jr, S
_____	Business Ed. Dept.	S
_____	Classroom	E, Jr, S
_____	Guidance Office	E, Jr, S
_____	Language Arts Tutor	E
_____	Library Assistant	E, Jr, S
_____	Mathematics Tutor	E
_____	Physical Education Assistant	
_____	Boys	E, Jr, S
_____	Girls	E, Jr, S
_____	General	E, Jr, S
_____	Special Education Assistant	E
_____	Storyteller-Book Reviewer	E
_____	Supervision Assistant	
_____	Cafeteria	E
_____	Halls	E, Jr, S
_____	Parking Lot	Jr, S
_____	Playground/Phys. Ed. Area	E, Jr
_____	Spanish Translator	E, Jr
_____	Special Interest Clubs	
_____	Boys	Jr, S
_____	Girls	Jr, S
_____	General	E, Jr, S

PLEASE RETURN COMPLETED FORM TO: School Volunteer Program
489 East Drive
Miami Springs, Florida 33166

MINI-MODULE 2 - Who Am I?

Enabling Objective 2

Given appropriate categories, the volunteer will construct a resume of his own experience including interests, abilities, and activities.

ACTIVITIES FOR OBJECTIVE 2:

1. Prepare an up-to-date resume of your own interests, abilities and activities by doing either A or B.

   A. Construct a resume based on the categories you selected for Objective 1 including interests, abilities and activities.
   B. Revise any existing resume to include any additional categories that you think may be relevant.

2. Read the resumes of as many other volunteers as possible. Other volunteers make good resource people and friends. Take notes on any interests, abilities or activities which are:

   A. Similar to yours.
   B. Very different from yours
   C. Unique or unusual.

3. Distribute a copy of your resume to your Volunteer Resource Person, the school principal and the School Volunteer Program Office.

4. Go back to question 2 of the Pre-assessment on page 11 of this module.

MINI-MODULE 2 - Who Am I?

Enabling Objective 3

After taking the Life Style Indicator, the volunteer will identify at least 4 characteristics of the style most representative of him and 4 characteristics of each of the other two styles.

ACTIVITIES FOR OBJECTIVE 3:

1. Follow the directions for the Life Style Indicator on pages 18 to 19 of this module.

2. After you have determined the life style most representative of you, then turn to page 20 of this module and study the characteristics of that life style. Take note of any areas where you:

   A. Disagree strongly.
   B. Agree strongly.
   C. Consider the item irrelevant.

3. In order to share your feelings, do either A or B.

   A. Meet with a group of volunteers who represent the same life style as you. Discuss as a group:
      a. The advantages of that life style
      b. The disadvantages of that life style
      c. How you feel about the other life styles

   B. Meet with a close friend or member of your family. Discuss the steps you took to determine your most representative style and discuss:
      a. Any feelings of frustration you experienced when you analyzed the style representative of you.
      b. The advantages and disadvantages of your "style".

4. Study the characteristics of the other two styles on page 20 of this module. List the 4 characteristics you feel strongest or most dominant in each.

5. Go back to question 3 of the Pre-assessment on page 11 of this module.

MINI-MODULE 2 - Who Am I?

LIFE STYLE INDICATOR

DIRECTIONS: This questionnaire consists of 8 statements of opinions or feelings. For each numbered statement in the Statement column do the following:

1. Select the response which is most near your own feelings and circle the corresponding letter under MOST in the Response Column.
2. Select the response which is least near your own feelings and circle the corresponding letter under LEAST in the Response Column.

For each statement you will have circled 2 different letters in the Response Column. There are no right or wrong answers, and your first reactions is desired.

STATEMENT COLUMN	RESPONSE COLUMN	
	Most	Least
1. In "new" situations I let my actions be guided by: a. my own common sense. b. those who are in a position of responsibility. c. my colleagues or close friends.	b c a	b c a
2. I especially try to avoid: a. not being myself. b. going against tradition. c. not checking with others similar to myself.	b c a	b c a
3. I grow and progress best in this world by: a. finding out what I want to do most. b. finding out the way things ought to be done. c. finding out what others want to do and compromising.	c a b	c a b
4. I try to treat others: a. individually. b. politely. c. as I would like to be treated.	c a b	c a b

STATEMENT COLUMN	RESPONSE COLUMN Most	Least
5. I am responsible for my actions to: a. myself. b. those who are responsible for me. c. my friends.	a b c	a b c
6. I believe that what this world needs more of is: a. those who do their own thing. b. those who respect law and order. c. those who are willing to compromise.	a b c	a b c
7. The adage which is representative of my philosophy is: a. "To thine own self be true." b. "It's not whether you win or lose, but how you play." c. "Two heads are better than one."	c a b	c a b
8. The true value of my endeavors: a. should be evident to me immediately. b. might take years to be realized. c. should be evident when analyzed by others.	b c a	b c a
Total number of circled letters	a b c	a b c

Transfer the appropriate totals to the formulas below. The style receiving the highest number is most reflective your feelings.

#of a's in MOST___(-) #of a's in LEAST(+) 8 = _____Personalistic Style
#of b's in MOST___(-) #of b's in LEAST(+) 8 = _____Formalistic Style
#of c's in MOST___(-) #of c's in LEAST(+) 8 = _____Sociocentric Style

Now go back to activity 2 on page 17 of this module.

MINI-MODULE 2 - Who Am I?

LIFE STYLE CHARACTERISTICS

DIRECTIONS: To determine the characteristics of a particular life style, read the category on the left and follow it across to the column headed by the selected style.

CATEGORY	PERSONALISTIC	FORMALISTIC	SOCIOCENTRIC
Is spurred to action by:	Himself	Authorities	Associates
Allows actions to be controlled by:	Self Control	Rules, Laws and rewards	Interpersonal commitments
Feels responsibility lies in:	Self	Persons of Authority	Colleagues and peers
Grows personally by:	Becoming more aware of self	Following established order	Communicating with others
Views others as:	Individuals	Members of Society	Equals
Strives for goals which:	Express himself	Comply with tradition	Produce harmony and agreement
Tries to avoid:	Not being himself	Doing the wrong thing	Being different
Focuses attention on:	Present	Distant future and distant past	Near future and near past

MINI-MODULE 2 - Who Am I?

Enabling Objective 4

Given a resume of his experience and a knowledge of selected characteristics of his own life style, the volunteer will share this information with his assigned teacher or task director in order to determine how to use his volunteer experience most effectively.

ACTIVITIES FOR OBJECTIVE 4:

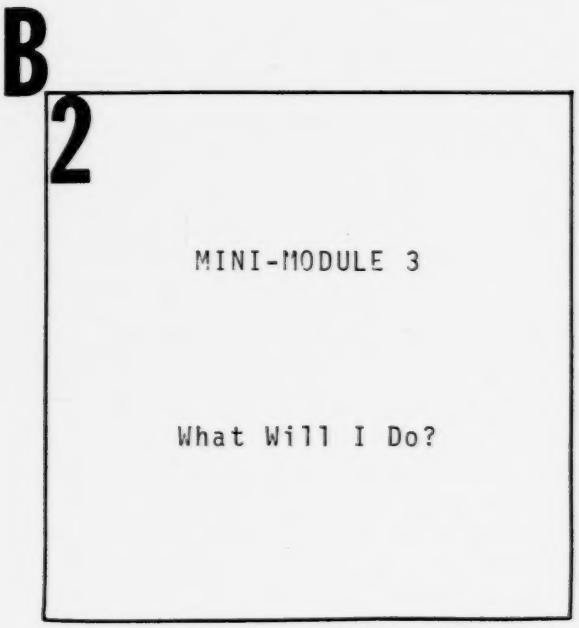
1. Arrange, through your Volunteer Resource Person, to meet with your assigned teacher or task director for about 15 minutes just to introduce yourself. Before reporting read pages 5,6, and 7 in the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools.

2. At that meeting discuss your resume and life style indicator. If your assigned teacher or task director has not received a copy of your resume, leave a copy with him. Try to keep the focus of this meeting on just getting to know one another. Avoid making any definite plans until after you have observed a class. Ask the following questions and you might acquire some insights into your assigned teacher's or task director's personality.

   A. Why did you happen to choose this profession?
   B. What is the greatest reward and/or problem you have encountered?
   C. How do you feel about having a volunteer?
   D. Which of my qualifications and life style characteristics will be most helpful?

3. Bring the session to a close by asking for any materials that might help you prepare for your first formal on-the-job observation. Then set a time and place to observe your assigned teacher or task director in action.

4. Go back to question 4 of the Pre-assessment on page 11 of this module.


B
2
MINI-MODULE 3
What Will I Do?

MINI-MODULE 3 - What Will I Do?

Prospectus

The terminal objective for this mini-module is:

> After observing the assigned task being performed, becoming familiar with the job description and determining the expectations of his assigned teacher or task director, the volunteer will plan for his first official acts as a volunteer.

The activities in this mini-module will help you prepare for your first on-the-job experiences. It is essential that you get as much mileage as you can from each activity. Do not hesitate to get involved in your group discussions, so that others may profit from your ideas, as well as you from theirs. Feedback from your assigned teacher or task director and others is a vital link in the chain which assures you of continued success. Regard it as constructive. Pay particular attention to the rapport you establish with your assigned teacher, and try to understand not only what is said, but why. Communication is your key to a successful and rewarding relationship.

To determine if this mini-module can be of use to you, turn the page and take the Pre-assessment. You will find additional directions there.

MINI-MODULE 3 - What Will I Do?

Pre-assessment

DIRECTIONS: Begin with question 1. If necessary use a separate sheet to complete any lists, descriptions, etc. Then follow the directions contained in the response you choose.

1. Have you ever observed someone formally perform the tasks that you, as a volunteer, will be asked to do?

   A. Yes, then go on to question 2.
   B. No, the complete this mini-module by turning to Enabling Objective 1 on page 24 of this module.

2. Have you ever studied the formal description of the tasks that you, as a volunteer, will be asked to do?

   A. Yes, then go on to question 3.
   B. No, then complete this mini-module by turning to Enabling Objective 2 on page 25 of this module.

3. Have you explored the expectations of your assigned teacher or task director regarding the tasks you, as a volunteer, will be asked to do?

   A. Yes, then go on to question 4.
   B. No, then complete this mini-module by turning to Enabling Objective 3 on page 26 of this module.

4. Have you made specific plans for your first official acts as a volunteer?

   A. Yes, then you have satisfied the objectives for the What Will I Do? section of this module. Go on to the Prospectus for the section entitled, Where Can I Get Help?
   B. No, then complete the rest of this mini-module by turning to Enabling Objective 4 on page 27 of this module.

MINI-MODULE 3 - What Will I Do?

Enabling Objective 1

After observing someone perform the tasks for which he will be responsible, the volunteer will clarify any questions that come to his mind regarding the observation.

ACTIVITIES FOR OBJECTIVE 1:

1. Make arrangements to view your assigned teacher or task director as he performs the tasks you will be asked to perform.

2. After your observation, meet with your assigned teacher or task director for 15-20 minutes to discuss the experience. The following questions might help you glean pertinent information from the encounter:

   A. What were your specific goals?
   B. What kind of plan do you use to organize your activities?
   C. What record keeping system do you find most useful?
   D. How did you learn the specific skills which you exhibited?

3. In order to clarify any questions that may have come to your mind during the observation or following discussion, make a list of the questions and discuss them with one of the following:

   Your Assigned Teacher or Task Director
   Your Volunteer Resource Person
   A Representative from the School Volunteer Program Office
   Another Volunteer

4. Go back to question 1 of the Pre-assessment of page 23 of this module.

MINI-MODULE 3 - What Will I Do?

Enabling Objective 2

After studying a formal description of the tasks he will be asked to perform, the volunteer will clarify any questions that come to his mind concerning his tasks as officially described.

ACTIVITIES FOR OBJECTIVE 2:

1. Study the formal description of the tasks that you, as a volunteer, will be asked to perform. See the Appendix in the back of the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools.

2. Make a list of any questions you have, any points you would like clarified, or any tasks with which you are unfamiliar. Then meet with one of the following to discuss your list:

   Your Assigned Teacher or Task Director
   Your Volunteer Resource Person
   A Representative from the School Volunteer Office
   Another Volunteer

3. Meet with the other new volunteers from your school, your Volunteer Resource Person and the Administrators of the school to review any rules, policies or procedures with which you should be familiar before you officially assume your duties. Some topics you might discuss are:

   A. Liability of volunteers
   B. Use of special equipment
   C. Fire drills
   D. How to handle emergencies
   E. Facilities for volunteer use
   F. Parking
   G. Dress standards
   H. Sign-in procedures

4. Go back to question 2 of the Pre-assessment on page 23 of this module.

MINI-MODULE 3 - What Will I Do?

Enabling Objective 3

After meeting with his assigned teacher or task director the volunteer will determine what expectations he will be asked to fulfill.

ACTIVITIES FOR OBJECTIVE 3:

1. Meet with your assigned teacher or task director for a 30 minute period and discuss what expectations he has regarding your duties as a volunteer. Ask him to be as specific as possible in defining your role. Some questions that might help guide your discussion are:

   A. What would you like me to do?
   B. How would you like me to do it?
   C. With whom would you like it done?
   D. Where would it be best to accomplish it?
   E. What materials will help me do it?
   F. Is record keeping an important factor? If so, what system do you suggest?
   G. Should I use any specific plan or format or system?

2. In order to minimize any fears or frustrations you may feel at this point, do either A or B.

   A. Meet with some other new or experienced volunteers.
   B. Call your Volunteer Resource Person or the School Volunteer Office.

3. Begin to keep a notebook of items related to your work as a volunteer. It could include such things as:

   A. Lesson plans or work orders.
   B. Communiques from School Volunteer Office, school, etc.
   C. Records of your activities.
   D. How-to-do-it sheets.

4. Go back to question 3 of the Pre-assessment on page 23 of this module.

MINI-MODULE 3 - What Will I Do?

Enabling Objective 4

Considering his assigned tasks and the expectations of his assigned teacher or task director, the volunteer will draw up specific plans for his first official acts as a volunteer.

ACTIVITIES FOR OBJECTIVE 4:

1. Draw up specific plans for your first official tasks as a volunteer after considering either A or B.

   A. If you will be working with students, organize your first encounter or lesson plans around a "Let's Get Acquainted" theme. There are examples of ice-breaker activities on pages 28 to 29 of this module. Ask your assigned teacher for additional materials.
   B. If you will not be working with students, make a plan focusing on building a rapport with your associates and on establishing an efficient routine or effective systems. Ask your task director for any materials which will help you get organized.

2. Show your plans to your assigned teacher or task director and make appropriate changes based on the feedback you receive.

3. Make as many additional plans as you and your assigned teacher or task director feel appropriate.

4. Go back to question 4 of the Pre-assessment on page 23 of this module.

MINI-MODULE 3 - What Will I Do?

Study Sheet # 3

PUPIL'S INTEREST INVENTORY

"All About Me"

My Name is _____

I live at _____

My birthday is _____

I am in grade _____

"Things I Like"

I like movies about _____

I like to read about _____

My favorite TV program is _____

My favorite game is _____

My favorite pet is _____

My favorite color is _____

"My Wish"

If I could have three wishes, I would wish for:

1. _____
2. _____
3. _____

When I grow up I wish I could be _____

MINI-MODULE 3 - What Will I Do?

Study Sheet # 4

Talking with Children: Some Guidelines

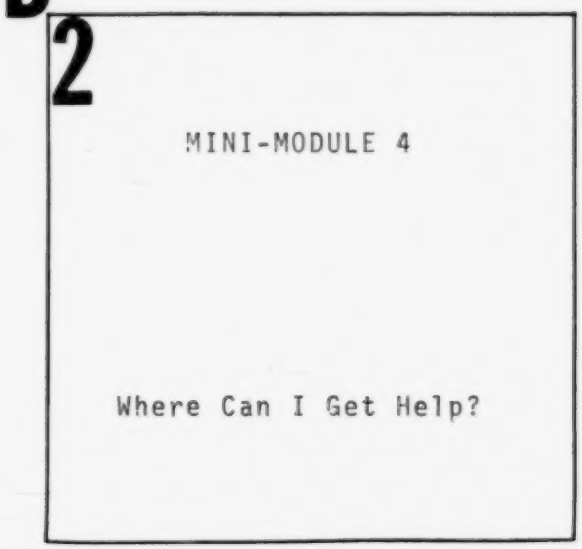
by Diane Baker

1. Statements of understanding should precede statements of advice or instruction. For example, it is better to say, "I understand how you feel. You wanted very much to be the first one in line. But the other children want to be the line leaders too," instead of "You can't always be first. It's not nice to push to the front of the line."

2. When a child complains about a friend or an assignment, it is best to respond to his feeling tone, instead of trying to ascertain facts or to verify incidents. For example, Harold complains to the teacher that his friend called him a "so and so." It is best to respond to his feelings, such as "I understand how you feel, it must have been terribly embarrassing to be called that in front of your friends." When the child complains to you he is most often seeking someone to understand how he feels.

3. When a child makes a statement about himself, it is aften desirable to respond, not with agreement or disagreement, but with details that convey to the child that you understand his feelings. For example, when a child says "I am not good in arithmetic," it is of little help to tell him, "Yes, you are pretty lousy with figures," or to dispute him or offer your advice, such as "If you studied more, you would be better." Such comments only hurt his self-respect and decrease his confidence. It is best to meet such a statement by the child with your understanding, such as "Some of the problems are hard to figure out. This is not an easy subject."

4. Children have ambivalent feelings toward persons who have authority over them. They love and resent them at the same time. Children need to know that such feelings are normal and natural, and they will be spared much guilt by our calm, noncritical acknowledgement of those feelings: "You seem to feel two ways about your teacher, you like him and dislike him," rather than "You are so mixed up! One minute you like somebody, then you say you hate him. Make up your mind!"


B
2
MINI-MODULE 4
Where Can I Get Help?

MINI-MODULE 4 - Where Can I Get Help?

Prospectus

The terminal objective for this mini-module is:

> After identifying resources, evaluating their usefulness, and using the selected resources, the volunteer will make plans for his continued growth through the use of additional resources.

Now that you have some idea of why you are here, who you are, and what you will be doing, you need to explore the kinds of people, places, and things which will continue to enrich your experience as a school volunteer. The activities in this mini-module will help you discover the vast stockpile of resources just waiting for a word from you and will guide you in using each resource effectively. Finally, this section will direct you in planning for the continued expansion of your resource horizons during your entire school volunteer career.

To determine if this mini-module can be of use to you, turn the page and take the Pre-assessment. You will find additional directions there.

MINI-MODULE 4 - Where Can I Get Help?

Pre-assessment

DIRECTIONS: Begin with question 1. If necessary use a separate sheet to complete any lists, descriptions, etc. Then follow the directions contained in the response you choose.

1. Can you name at least 3 specific resources available to you as a volunteer in each of the following categories: PEOPLE, PLACES, THINGS? Compare your list with the suggestions in Activity 1, page 32 of this module.

   A. Yes, then go on to question 2.
   B. No, then complete the mini-module by turning to Enabling Objective 1 on page 32 of this module.

2. Can you name at least 5 criteria that you could apply to a specific resource to determine its importance to your assigned task? Compare your criteria with the list on page 35 of this module.

   A. Yes, then go on to question 3.
   B. No, then complete this mini-module by turning to Enabling Objective 2 on page 35 of this module.

3. Can you describe how you used a previously identified resource from each of the following categories: PEOPLE, PLACES, THINGS?

   A. Yes, then go on to question 4.
   B. No, then complete this mini-module by turning to Enabling Objective 3 on page 37 of this module.

4. Have you an organized plan for the continued use of the various resources at your disposal?

   A. Yes, then you have satisfied the objectives for the Where Can I Get Help? section of this module. Meet with your Volunteer Resource Person to decide on your next step.
   B. No, then complete the rest of this mini-module by turning to Enabling Objective 4 on page 38 of this module.

Enabling Objective 1

The volunteer will create a resource file of people, places, and things relevant to his tasks as a school volunteer.

ACTIVITIES FOR OBJECTIVE 1:

1. Start a resource file of people, places and things that might be useful to you as a volunteer. See samples on pages 33 and 34 of this module.

   Begin filling in the PEOPLE section by including information about:
   A. Your assigned teacher or task director
   B. Your Volunteer Resource Person
   C. The School Volunteer Program staff
   D. The administrators of your school
   E. Other volunteers
   F. P.T.A. president
   G. Student body leaders
   H. Community leaders (See pages 10-13 in the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools)

   Begin filling in the PLACES section by including information about:
   A. Teachers' Professional Library
   B. School Volunteer Program Office
   C. Staff Development Office
   D. School supply or resource centers
   E. Universities
   F. Commercial sources or suppliers
   G. Community cultural centers
   H. Tourist attractions

   Begin filling in the THINGS section by including information about:
   A. Other B-2 modules
   B. Other inservice programs
   C. Services of Dade County Public Schools
   D. County curriculum guides (See the school curriculum asst.)
   E. School policy handbooks (available for reference in each school)
   F. Community service organizations
   G. Information from volunteer programs in other school systems
   H. Related films or filmstrips

2. Expand your list by doing either A or B.

   A. Arrange to meet with at least one other volunteer and share information.
   B. Participate in a group sharing meeting with other volunteers.

3. Continue to add entries to your file as your volunteer experience unfolds.

4. Go back to question 1 of the Pre-assessment on page 31 of this module.

MINI-MODULE 4 - Where Can I Get Help?

Study Sheet # 5

Format for Book Card

Subject: Space

Type of Material _____ (book, film, etc.)

Title: Space: THE NEW FRONTIER

Author: _____

Address: _____

Copyright date: 1967 Level: 4th grade up

Obtained from: Superintendent of Documents, U.S. Gov. Printing Office, Washington 20402

Cost or rental price: _____

Call number or reference number for ordering _____

Description: Includes history, description, applications, etc., of space flight. Excellent picture and diagrams.

(reverse side of card)

Comments: This would be of interest to children of fourth grade and up even if they could not understand all of the text. Pictures and diagrams in themselves are educational.

Suggested use: As reference material or extended activity for top students.

Evaluation: Excellent material.

MINI-MODULE 4 - Where Can I Get Help?

Study Sheet # 6

Format for Community Resource Card

Subject: Animal Friends

Person or Place: Parrot Jungle

Special person to contact: Mr. Bob Morgan
Address: 4034 Red Road, South Miami
Telephone: 826-5034

Days or hours available: daily, open 9-5, showtime 10,12,2,4.

Cost factor: admission price 50¢ children, adults $1.

Travel directions or special requirements: need to request county school bus 10 days in advance for field trip; send parent permission slips home 2 days in advance, collect money.

Description: Includes nature walk along jungle trails, opportunity to feed parrots and maccaws by hand, 45 minute show of trained acts by maccaws.

(reverse side of card)

Comments: This would be of interest to children of all ages K-12, depending upon purpose of the visit. Tropical flora and fauna are educational in themselves. 5th grade students last year extended their discussions and investigations into a unit on what they could do to prevent their tropical surroundings from becoming polluted.

Suggested Use: As an introductory or culminating activity for a unit of animal friends, with opportunity for each student to pursue his observations in an individualized or group art project.

Evaluation: This lends itself to extending discussions into various topics such as preservations of animal life, caring for pets, reasons for tourist attractions, etc. Excellent resource.

MINI-MODULE 4 - Where Can I Get Help?

Enabling Objective 2

The volunteer will evaluate selected resources by using criteria most relevant to his own situation.

ACTIVITIES FOR OBJECTIVE 2:

1. Study the following criteria: availability, cost, prerequisite or special skills necessary to use, appropriateness to your goals, approval of your assigned teacher or task director. Make any additions that you feel would be useful in evaluating your resources. Then meet with at least one other volunteer who will be performing a task similar to yours and compare the criteria that you have selected.

2. Consider each of the resources you listed in the activities for Enabling Objective 1 of the mini-module. Rate each resource on a scale based on the criteria you selected in activity 1 of this objective. A sample rating appears on page 36 of this module.

3. Re-organize your file to facilitate easy reference. Meet with your assigned teacher or task director to go over your evaluated, re-organized resource file. Make any modifications you feel are appropriate.

4. Go back to question 2 of the Pre-assessment on page 31 of this module.

MINI-MODULE 4 - Where Can I Get Help?

CHECK LIST OF FINANCIAL CRITERIA

By Betsy Adams

DIRECTIONS: Answer each of the following questions as it relates to the materials that you have selected. Any material which receives more than 2 or 3 YES answers should be considered unacceptable.

1. Does the material cost more than you had intended to spend to accomplish your objective?
2. Do you have whatever talent might be necessary to produce a similar material?
3. Considering the time it would take to produce a similar material, would it be worth your while to make this?
4. Are materials necessary to produce a similar material readily available?
5. Can the same or a similar material be purchased somewhere else for less?
6. Can some less expensive material accomplish your objective with equal effectiveness?
7. Are all available funds being spent for just some of the children?
8. Are all available funds being spent on just one phase of the educational program?
9. If the material is consumable, does it cost more than this one-time application is worth?
10. Could your objective better be met by saving this money until you have enough to buy a more expensive material?

MINI-MODULE 4 - Where Can I Get Help?

Enabling Objective 3

The volunteer will use at least one resource from each of the following categories: PEOPLE, PLACES, THINGS.

ACTIVITIES FOR OBJECTIVE 3:

1. Meet for a short planning session with your assigned teacher or task director. Determine which one resource from each of the 3 categories in your resource file would offer you the most at this time.

2. Explore each of the resources selected focusing on how you can use information or gain skills that will help you perform your volunteer tasks more effectively. If they are not immediately available, make arrangements to secure them.

3. Practice using the resources you have identified, then do either A or B.

   A. Meet with a group of volunteers and report on your experiences and findings.
   b. Meet with your assigned teacher or task director and share what you have learned.

4. Go back to question 3 of the Pre-assessment on page 31 of this module.

MINI-MODULE 4 - Where Can I Get Help?

Enabling Objective 4

The volunteer will identify selected resources to be explored or utilized during his term as a volunteer.

ACTIVITIES FOR OBJECTIVE 4:

1. Make a long range plan including the People, Places and Things you feel would be most useful to you during your term as a school volunteer.

2. Compare your list with at least one other volunteer. Make any modifications in your plan that you feel are appropriate.

3. Have your plan approved by either A or B.

   A. Your assigned teacher or task director.
   B. Your School Volunteer Resource Person.

4. Go back to question 4 of the Pre-assessment of page 31 of this module.

B-2 MODULE

FEEDBACK SHEET

No learning resource is ever "finished" or final. Your feedback as a user of this experimental version is especially needed so that modification can be made.

Title of Module:_____ No._____

Name of reviewer (optional)_____ Date:_____

1. Do you feel that this module had improved your professional skills?

_____ Yes _____ No

2. Would you suggest modifications to improve the module?

_____ Yes _____ No

3. If yes, indicate section where modification is needed.

_____ Objectives _____ Materials _____ Activities or Procedures _____ Evaluation _____ Other

4. Please list below any technical or typographical errors you noticed (spelling, punctuation, omissions, typos, incorrect page references, etc.)

Page Item

5. Please list any terms or expressions that you think might be changed (not clear, too technical, jargon, "educationese," too abstract, etc.)

Page Item

6. Are there any explanations or directions that you feel are not clear enough, too long, or too short?

Page Item

7. Are there any activites or procedures that you feel should be changed, (eliminated, expanded, revised in any way, substituted for other types of procedures.)

Page	Item

8. Where might changes be made in the evaluative sections (pre-assessments, pre or post tests, post assessment, internal practice and feedback activities, work sheets, checklists, rating scales, etc.)

Page	Item

9. Do you know of any resource material (reading, films, tapes, activity descriptions, games, critical problem situations, etc.) that might be used with or incorporated into this module? Please give us as much information as you can about locating the resource and how it might be utilized here. Add additional sheets if necessary or attach materials where available.

The writers of the Volunteer Training Program wish to acknowledge the following Dade County Public Schools personnel for their cooperation in providing input on the use of volunteers after having participated in the pilot phase of the School Volunteer Program in the North Central District of the Dade County Public Schools:

Phyllis Allen
Kathy Bowser
Barbara Brandt
Ruth Bullington
Theresa Mention
Carmelita Float
Doretha Payne
Ruth Schatzer
Thomas Siemianowski
Carolyn Terry
Martha Ingraham
Edwina Johns
Phillip Landsman
Spero McConnell
Ann Fields
Pat Parham
Mae Garren
Sandra Harris
Marie Hill